ALMS MODULE V: LESSON PLANS and TRAINING SUPPORT PACKAGES (TSP) VERSION 1 TRAINING EXECUTION LESSON FOURTEEN: ALMS EXECUTE TRAINING

SECTION I. Administrative Data

All courses		
including this		
lesson		

Course # ALMS-101, Army Learning Management System (LMS).

Tasks taught or supported a. Tasks taught in this lesson:

Task Number	Task Title
ALMS 1018	ALMS Execute Training

b. Tasks supported in this lesson. None.

Reinforced tasks

There are no tasks reinforced by this lesson.

Academic hours

The academic hours required to teach this lesson are as follows:

		PEACE	ETIME		MOB
	AC	TASS Train	ning Bns	AC/RC	
	Resident	AT/ADT	IDT	Non-res DL	
	HRS/MOI	HRS/MOI	HRS/MOI	HRS/MOI	HRS/MOI
	1.00 DM	DM	DM	DM	DM
	0.5 PE	PE	PE	PE	PE
Test	0:0	0.0	0.0	0.0	0.0

Total Hours: 1.5

Test lesson number There is no separate exam for this lesson.

Prerequisite lesson

There is no ALMS prerequisite to this lesson. However, all students should have an AKO account, and have previously accessed the ALMS.

Foreign restrictions (FD statement)

The materials contained in this course have been reviewed by the course developers and course manager in coordination with the Fort Monroe, VA (HQ,

TRADOC) foreign disclosure authority.

Continued on next page

Administrative Data, Continued

Security clearance/ access

This course is unclassified.

Reference

The following references were used in this lesson:

- ALMS Standard Operating Procedures (SOP) V 0.3, page 88, May 2004
- ALMS User Handbook
- ALMS Execute Training Lesson Template number 1018, V 0.4, Nov 2004

Student study assignments

Students should review the following prior to the start of this lesson (30 days out):

- ALMS Advance Packet (ALMS Execute Training Presentation) at dls.army.mil, enter The Army LMS / ALMS Training Materials
- ALMS User Handbook, Instructor Role

Instructor requirements

ALMS instructors must be certified as TRADOC instructors. LMS instructors must have successfully completed each of the following requirements:

- Graduated from a TRADOC approved Army Learning Management System Training Course.
- Graduated from a TRADOC approved Instructor Training Course.
- Graduated from a TRADOC approved Video Teletraining Instructor Training Course (VTT presentations only).
- Graduated from an ALMS Train-the-Trainer course.
- Served as an assistant instructor for the LMS course.
- Served as lead instructor for the course, or module being taught, under the supervision of a certified ALMS instructor.
- Recognized by TRADOC Staff and Faculty Division of the TDAA, DCST, Fort Monroe, VA as a certified ALMS instructor.

Additional support personnel

- a. Conventional presentation. This lesson requires an assistant instructor and a technical support person (on-call) when presented in a conventional classroom environment.
- b. VTT Presentation. When taught by VTT, an assistant instructor, site coordinator, and technical support person (on-call) are required at each distant site.

Continued on next page

^{*} The references used in this course are imbedded in the ALMS program.

Administrative Data, Continued

Equipment required

The following general equipment is required for conventional and VTT presentation of the ALMS course:

- Computer classroom or computer laboratory with one computer for each student.
- Projection equipment which allows the instructor's computer monitor image to be projected so all students can follow the demonstrations.
- AKO account.

Individual computers should meet or exceed the following specifications:

- System requirements to use the ALMS include web browser (Internet Explorer 5.5 or Netscape 5.0 or higher), NIPRNET or internet connection.
- CPU Pentium II / III or equivalent, 233 or higher MHz speed.
- Sound card Sound Blaster compatible audio card.
- Minimum screen resolution 800 x 600 pixels.
- Users should temporarily disable any pop-up blocking software in use.

System performance will vary depending on quality and speed of network connection.

Most courseware must have the Active X controls enabled in Internet Explorer.

- Internet network, tested and operational.
- The ALMS training database /CD (furnished by the site coordinator/assistant instructor materials) must be loaded and tested. The CD contains ALMS Help Vignettes.
- Optional functions.

Materials required for instruction

- a. Instructor materials (non-equipment):
- Appropriate Instructor's Handbook for this Lesson.
- ALMS User Handbook.
- ALMS SOP Training Guide.
- White board and markers, or
- Easel with a flip chart and markers.

NOTE: AI must have the same materials as listed for the instructor.

- b. Students are required to have the following materials for each module/lesson:
- ALMS Student Guide Job Aid Book.
- Note paper and a pen or pencil.

Continued on next page

Administrative Data, Continued

Classroom, training area, and range requirement

The following classroom requirements are considered a minimum:

- a. Conventional instruction:
- Each student must be able to see the computer screen projection.
- Students must have room to work at their individual computer.
- The instructor must be able to see each student.
- The AI must be able to physically reach and assist each student without disturbing other students.
- b. VTT presentation. In addition to the conventional requirements listed above:
- Each student at each distant site must be able to see the computer display on the VTT monitor, or the room must be equipped with a large projection screen.
 - Instructor must be able to see students, and hear their questions.
- c. See classroom instructions for additional information and specific VTT equipment requirements.
- d. There is no range requirement for this lesson.

Ammunition requirements

There is no ammunition requirement for this lesson.

Instructional Guidance

- a. Before presenting this lesson, instructors and assistant instructors must thoroughly prepare by studying this lesson, and the identified reference material.
- b. Refer to the ALMS, SOP and User Handbook, for general guidance about ALMS operations.
- c. Even though this is an ALMS Iteration Management lesson, many students may already have many of these skills and knowledge. It is important the instructor is aware of this and adjusts the lesson accordingly. However, it is essential that each student leaves this lesson with the skills, abilities, and knowledge presented, as each will be used often in the remainder of the course.
- d. Instructions are given throughout the lesson whenever there is a change, if the classroom Network connection is lost. These are suggestive and may be changed due to set-up or instructional needs.
- e. PowerPoint presentation mirrors teaching points of this lesson in the event of system failure.
- f. Demonstrate ALMS operations on your computer as you are explaining each step. Your instructor's computer monitor image must be projected on a screen so all students may see what you are doing.
- g. Students should follow your actions on their own computers.
- h. Frequently pause and ask students if they are with you. Ensure the AI walks around and watches what students are doing.
- i. Regular slide examples will also continue to be shown for reference.

Proponent
lesson plan
approval

Name	Rank	Position	Date

SECTION II. Introduction

Method of instruction:	Conference		
Instructor to student ratio is:	Max: 2:25 Opt: 1:12 Min: 1:6		
Time of instruction:	0 hours 05 minutes		
Media:	Computer Based Instruction / PowerPoint		
	Presentation / Video Teletraining		
References:	ALMS SOP, and LMS User Handbook, Instructor		
	Role		
Security classification:	Unclassified		

Motivator

NOTE: Proposed motivator. Use it, paraphrase it, or develop your own.
a. Greeting of the day My name is ______. For the next (state time period) I will be your instructor for the Learning Management System (LMS) (state the module and lesson or lessons you will be teaching).

NOTE: If VTT, greet all distant sites and attendees. Ensure you have an accurate list of all attending students from each location. If you do not have a seating chart, ask each site to prepare one and send it to you.

b. Training execution falls fairly late in the high level process model. Most of this process is conducted outside the system, by Instructors delivering resident training in classrooms or by the Learners executing DL Courseware.

However, the ALMS does provide training support for the Instructor engaged in Instructor-led training. Instructors. Instructors (and other faculty) must be marked as "qualified" in the ALMS (by Course or Class Managers) to teach certain designated Lessons in order to be associated with (assigned to instruct) that Lesson. DL training Products do not require Instructors, (although "Faculty" Roles may participate in designated training activities, such as Chat or Collaboration, if called for in that unit of instruction).

It is these processes that an Instructor performs during ALMS Training Execution procedures that we will examine during this Lesson.

Visual ALMS-V1



Terminal learning objective

NOTE: Inform students of the following lesson TLO and references.

At the conclusion of this lesson you will be able to:

ACTION:	Conduct Training in the ALMS.
CONDITION:	Given a requirement to use the Army LMS, a computer, an
	AKO account, and a set of data, LMS Role permissions and
	access to the ALMS Help Vignettes.
STANDARD:	The Training Execution functions must be applied IAW
	applicable references, for availability to ALMS users

Safety consideration

Students must be made aware of the hazards associated with the use of electrical equipment in general, and computer equipment specifically. Liquids and food are not permitted in the computer classroom. Students are not to open any computer cabinet or disconnect or connect any electrical cables.

Risk assessment level

This lesson is assigned a risk level of low.

Environmental considerations

It is the responsibility of all soldiers and DA civilians to protect the environment from damage. There are no environmental considerations unique to this lesson.

Instructional lead-in

Training Execution is composed of three major sub-processes: Instruction Prep, Training Execution, and Instruction Closeout. These activities represent the tasks an ALMS Instructor needs to perform in order to conduct resident training. During this presentation, we will look at each in detail.

SECTION III. Presentation

Enabling learning objective A

NOTE: Read or paraphrase the ELO, or have a student read it.

At the conclusion of this portion of the lesson each of you will be able to:

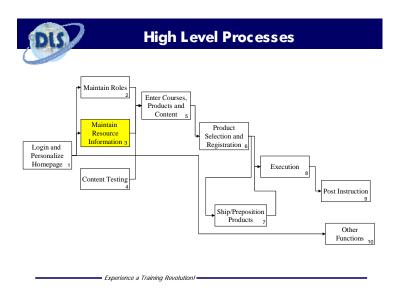
ACTION:	Create a Non-Instructional Event in the ALMS.	
CONDITION:	Given a requirement to use the Army LMS, a computer, an	
	AKO account, and a set of data, ALMS Role permissions and	
	access to the ALMS Help Vignettes.	
STANDARD:	The Event must be developed IAW applicable references, for	
	availability to ALMS users	

Learning activity 1

The student will learn the Instructor as resource function of creating a non-instructional event in the ALMS.

Method of instruction:	Demonstration / Hands-on	
Instructor to student ratio is:	Max: 2:25 Opt: 2:12 Min: 1:6	
Time of instruction:	0 hours 20 minutes	
Media:	Computer Based Instruction / PowerPoint	
	Presentation / Video Teletraining	
References:	ALMS SOP, page 88, ALMS User's Handbook;	
	Instructor Role	
Security classification:	Unclassified	

NOTE: The next slide will identify the Instructor Role as a resource in the ALMS.



NOTES: V2

- To cover the Instructor as a Resource, we have to go all the way back for Process 3.4 in the Process model.
- We deferred training about Instructor Resources then because the actors or Role-Based Users performing the tasks are not Resource Managers, (Facility Manager, Product Distributors, etc).

NOTES: The Next slide will define terms that come into play when discussing Instructor Resources.



Terminology

- □Instructor ALMS Role-Based User; Role with more system "permissions" than other Faculty roles
- Qualify an Instructor Establish an instructor as "certified" to present instruction on a given Lesson.
- Non-Instructional Event A usergenerated period of time marking the user as unavailable for scheduling. Examples: Leave, TDY, appointments.

Experience a Training Revolution!

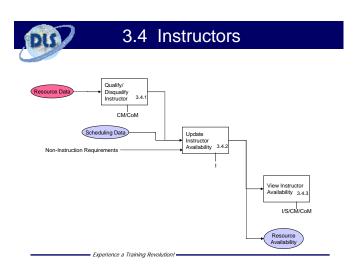
NOTES: V3

1st Bullet: Although Instructor is a specific Role in the ALMS, we also use it generically to refer to Faculty-Based Roles in general.

2nd Bullet: You can qualify Instructors to train designated Lessons, just as you can mark those Lessons as needing a qualified Instructor. We generally use this when the instructor requires a documented certification in the subject matter, such as CPR. The ALMS itself doesn't convey certifications, but it will use this function to track Instructor-Lesson relationships when certifications to train are important.

3rd Bullet: This is an event which is not normally tracked in the ALMS but which must be entered to account for those time periods when an Instructor is not available to teach any lessons.

NOTES: The next slide covers the sub-processes performed by the Instructor Role.



NOTES: V4

Here's the diagram for Process 3.4. Course and Class Managers can designate Instructors as qualified to train specific Lessons. This will impact the choices available when a Class Manager or Scheduler is searching for an Instructor during the Lesson creation process.

An Instructor uses his Calendar function to mark those times when he is unavailable for scheduling by creating a non-instructional event.

At this time, there is no 3rd party viewing of an Instructor's Calendar enabled from within the system. However, the system is aware of all times of non-availability and will screen the scheduled Instructor out of searches for available Instructors unless specifically over-ridden.

NOTES: The next slide will present some general information about Instructors as Resources...

Presentation, continued

Visual ALMS-V5



Instructors as Resources

- Instructors are managed as human Resources
- **○**Appointed IAW process briefed on Monday
- Other actions affecting Instructors
 - Qualify an Instructor
 - Enter Non-Instructional events into schedule
 - Perform scheduling actions against Instructor availability

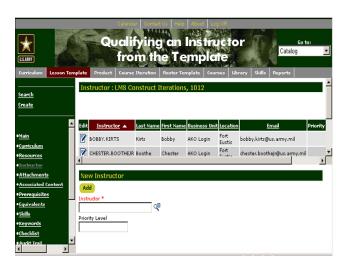
Experience a Training Revolution!

NOTES: V5

3rd Bullet: Instructors can be qualified if you choose. Instructors are self-booking Resources in the sense that they can mark unavailable times on their own Calendars.

Instructors may be scheduled for training by Class Managers and Schedulers. Those scheduling actions will appear on the Instructor's upcoming classes list when viewed from his Go to: Instruction drop-down menu.

NOTES: Navigate into the ALMS and demonstrate how specific Instructors can be designated as qualified for a Lesson from the Lesson Template Details screen.

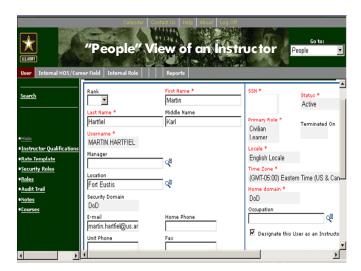


NOTES: V6

Select the Instructor link on the Left Navigation Bar. Course Managers can use the New Instructor finder to locate the specific individuals to qualify. However, doing this is not recommended in most cases for two reasons:

- 1. "Doctrinally" the Course Manager represents the Proponent- not the Institution executing the training. In the case of the training being executed at a TASS Battalion, for example, it is unlikely the Course Manager would even know the names of future Instructors for this Lesson.
- 2. When you specify Instructors by name at the Lesson Template level, you are limiting the pool of Instructors who can train this Lesson to only those individuals you specified, until someone else, such as a local Class Manager, takes overt action to qualify someone else for this Lesson.

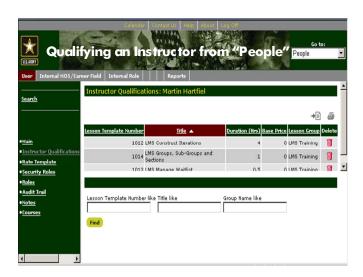
NOTES: A better way to accomplish the Instruction qualification process is by selecting "People" at the Go to: drop-down menu.



NOTES: V7

- Provide the People finder with the user name information to select a specific Instructor and bring up his Personal Details screen.
- Click on the Instructor Qualifications link on the Left Navigation Bar.

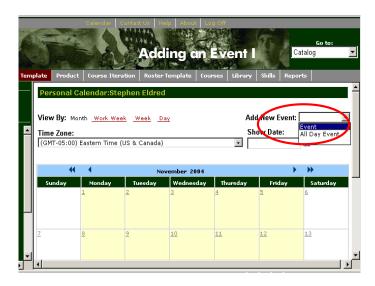
NOTES: Navigation steps continue on the next slide.



NOTES: V8

At the Instructor Qualifications screen, use the Lesson Template finder to locate the Lesson you want to qualify this Instructor to teach.

NOTE: After demonstrating how an Instructor is qualified to teach, demonstrate how to Add a Non Instructional Event to an Instructor's Personal Calendar.



NOTES: V9

- The Instructor can mark himself unavailable for scheduling during a specified period by creating a Non-Instructional Event on his own Calendar.
- A Non-Instructional Event simply indicates unavailable time caused by the Instructor, rather than by a scheduling action performed by a Class Manager or Scheduler.

NOTES: The next slide will continue with adding a Non-Instructional Event to a Personal Calendar



NOTES: V10

Clicking on "Add New Event" will bring up a screen where the Instructor can specify beginning and end times and supply details about his period of non-availability. Note that all six fields are mandatory.

The "Ignore Conflict" checkbox will allow the Instructor to override any previously scheduled events, training or otherwise, during that time period. However, be warned that the ALMS will not seek out and notify the event scheduler of this over-ride. The Instructor must do this outside the system.

NOTES: This completes our short discussion of Instructors as Resources. We're now ready to present the Instructor's functions for the Training Execution process in the ALMS.

Check on learning

NOTE: Ask these questions, or develop your own. Ensure students understand the learning points of this learning activity. You are not required to conduct this check on learning if you are confident the students understand the material. When asking questions: Ask; Pause; Call on a specific student to answer.

QUESTION: Do Instructors have to be certified in the ALMS to teach a Lesson? **ANSWER:** Yes, Class Managers have to "qualify" an instructor in the ALMS.

QUESTION: How does the Class Manager qualify an instructor? **ANSWER:** The Class Manager provides the people finder with user name information and brings up the Instructor's Personal Detail screen. He then clicks on the Instructor Qualification link in the Left Navigation Bar. He then finds the Lesson and associates it with the Instructor.

QUESTION: How does an instructor make him/herself unavailable to teach a course.

ANSWER: By scheduling a Non-Instructional Event on his personal calendar.

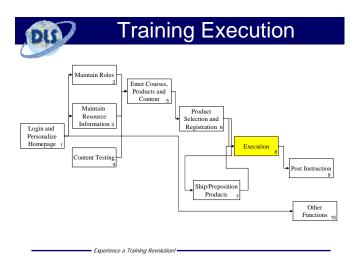
Presentation, continued

Learning activity 2

The student will learn how to view an Instructor's training schedule and Post an Instructor's Office Hours in the ALMS.

Method of instruction:	Demonstration / Hands-on		
Instructor to student ratio is:	Max: 2:25 Opt: 2:12 Min: 1:6		
Time of instruction:	0 hours 10 minutes		
Media:	Computer Based Instruction / PowerPoint		
	Presentation / Video Teletraining		
References:	ALMS SOP, page 88, ALMS User's Handbook;		
	Instructor Role		
Security classification:	Unclassified		

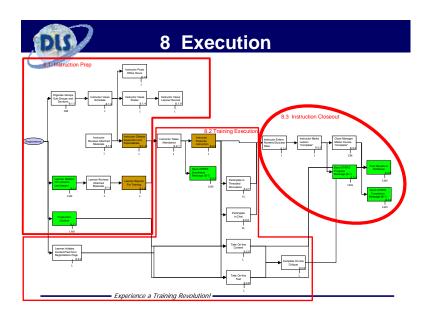
NOTES: The next slide shows where execute training is in the process model of the ALMS.



NOTES: V11

- Training Execution falls fairly late in the high level process model.
- Most of this process is conducted outside the system, by Instructors delivering resident training in classrooms or by the Learners executing DL Courseware.
- However, the ALMS does provide training support for the Instructor engaged in Instructor-led training.

NOTES: The next slide shows the sub-processes of the Training Execution model.

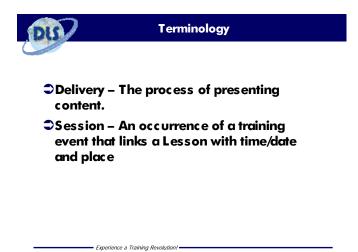


NOTES: V12

Training Execution, is composed of three major sub-processes:

- Instruction Prep (8.1),
- Training Execution (8.2),
- Instruction Closeout (8.3).
- These activities represent the tasks an ALMS Instructor needs to perform in order to conduct resident training. During this presentation, we will look at each in detail.

NOTES: The next slide identifies some terms associated with the training execution process.



NOTES: V13

The ALMS uses the term "delivery" in this context, but also to mean "transmit or send training material" as in Process 7.

The selection of a Session we saw during Process 6 locks in a Lesson to a specific date and time.

NOTE: Have students run the "Instructor Training and Delivery" Show Me vignette.

DIS	Instructor Vignette	
	Show Me Version	
≎ "Instructor	Training And Delivery" Show Me	
≎ "Instructor	Training And Delivery" Show Me	

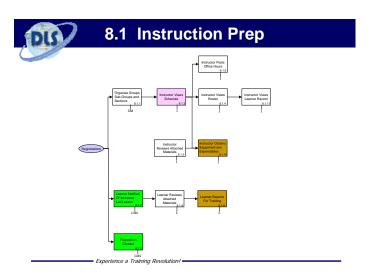
Experience a Training Revolution!

NOTES: V14

This vignette demonstrates how to view your teaching schedule, view rosters, and establish office hours, record attendance, record grades, and mark lessons as delivered.

Take 10 minutes and run the "Instructor Training and Delivery" Show Me vignette. Remove your headphones when finished so I will know we are ready to continue.

NOTES: The next slide provides a diagram of the Instructor Prep sub-process.



NOTES: 15

In Process 8.1, we begin with rosters created through the registration process, whether the registration was accomplished in ATRRS or not. The Class Manager has had the opportunity to organize the class into sub-divisions if desired.

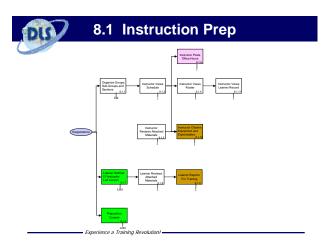
NOTES: The Instructor will have a need to be able to view his upcoming training commitments on his schedule and work with what is there. We'll see how he does this...navigate to the Instructor's Schedule page, have students to follow you on their computers.



NOTES: V16

Navigation: From the Go to: drop down menu, select "Instruction". This will display the Instructor Schedule screen. Most of the functions that Instructors need to perform for the delivery of a Lesson are accessible from the Roster page. This page displays current Lessons and delivered Lessons.

NOTES: To ensure that Learners are aware of his scheduled office hours. Office hours can be posted; Let's look at this function...in the sub-process diagram.



NOTES: V17

The Instructor can ensure that Learners are aware of his scheduled office hours. Let's look at this function... in the ALMS Navigation: From the Instructor Schedule screen click "Add" in the office hours column for the desired lesson.



NOTES: V18

Instructors post office hours so Learners know when they are available for visits. This information will be displayed in this column when the Learner sees the Lesson on his Registrations Page (My Development Tab).

Navigation: From the Instructor schedule screen click "Add" in the office hour's column for the desired lesson.

Add the office hours in the block, Recommend the convention of: M=Monday, T=Tuesday, W=Wednesday, Th=Thursday, F=Friday, S=Saturday and Su=Sunday. The day abbreviation is followed by a comma then the times 8-12, 1-4, etc, then click "Save."

Check on learning

NOTE: Ask these questions, or develop your own. Ensure students understand the learning points of this learning activity. You are not required to conduct this check on learning if you are confident the students understand the material. When asking questions: Ask; Pause; Call on a specific student to answer.

QUESTION: How does an Instructor post his office hours in the ALMS?

ANSWER: From the Instructor Schedule screen, click "Add" in the Office Hours column for the desired Lesson.

NOTES: Next is Learning Activity 3; view an Instructor's Class Roster and a Lesson's Attachments in the ALMS.

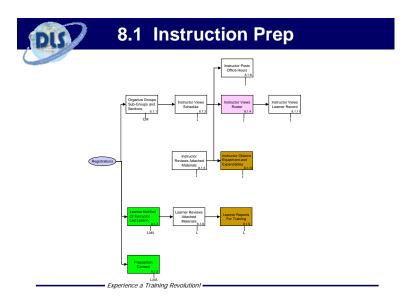
Presentation, continued

Learning activity 3

The student will learn how to view an Instructor's Class Roster and a Lesson's Attachments in the ALMS.

reachments in the relivies.		
Method of instruction:	Demonstration / Hands-on	
Instructor to student ratio is:	Max: 2:25 Opt: 2:12 Min: 1:6	
Time of instruction:	0 hours 05 minutes	
Media:	Computer Based Instruction / PowerPoint	
	Presentation / Video teletraining	
References:	ALMS SOP, page 88, ALMS User's Handbook;	
	Instructor Role	
Security classification:	Unclassified	

NOTES: The next slide shows these functions in the sub-process diagram.



NOTES: V19

Most of the work the Instructor performs in the ALMS is with the Roster. This is how... Go to the ALMS Instructor Schedule page, have students follow you on their computers.

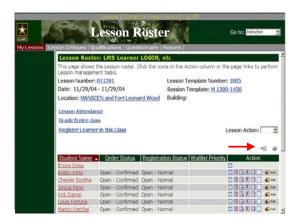


NOTES: V20

[Trainer, select ALMS Training Execution Lesson from Instructor's screen.]

To access roster information, click the "View" link in the Roster field of the desired Lesson.

NOTES: [Trainer accesses roster.] explain Roster page to students

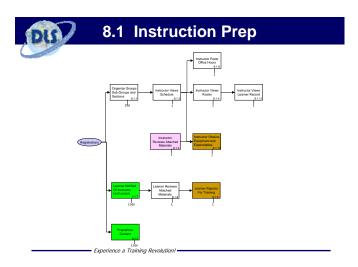


NOTES: V21

The roster screen shows everyone who has registered for this Lesson and his/her registration status. Note that the registration status may be "Waitlist" or "Cancelled" as well as 'Normal." You may print the roster by clicking on the print icon or you may save it (to MS Excel Spreadsheet) by clicking on the save icon.

[8.1.11 "Instructor View Learner Record" has a limited function. This will only display personal information, e.g. email address, phone number. Provide screen shot next.]

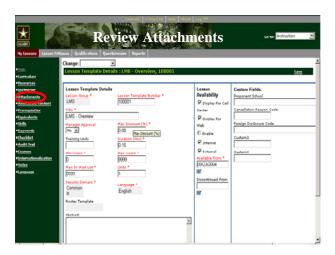
NOTES: [Trainer closes Roster screen by clicking My Lessons on the Tab Bar.]
Go to next slide



NOTES: V22

This sub-process is the last in Process 8.1, Instructor Prep.

NOTES: Next we will look at the Review of Lesson Template Attachments.



NOTES: V23

- Navigation Path: From the Roster screen, click on the Lesson template number.
- This will take you to the Lesson Template Details screen, where you can click on Attachments in the Left Navigation Bar.



NOTES: V23

This will display any files associated with the Lesson attached to the template by the Course Manager.

NOTES: We will now look at Learning Activity 4, Instructor Record Class Attendance, and start a Lesson Collaboration procedure in the ALMS. These are the functions the Instructor will perform when conducting Instructor-led training.

[Navigation: Click Main in the Left Navigation Bar to return to the Lesson Template Details screen. Click My Lesson in the Tab Bar. Click "view" in the roster column.

Check on learning

NOTE: Ask these questions, or develop your own. Ensure students understand the learning points of this learning activity. You are not required to conduct this check on learning if you are confident the students understand the material. When asking questions: Ask; Pause; Call on a specific student to answer.

QUESTION: What information does the Lesson Roster screen show you? **ANSWER:** It lists all Learners registered for the course and their status – "Open-Normal", "Waitlisted", "Cancelled".

QUESTION: How do you view "Attachments" in the ALMS? **ANSWER:** You search for the Lesson Template and display the Lesson Template Details screen. You then click on the "Attachments" link in the Left Navigation Bar.

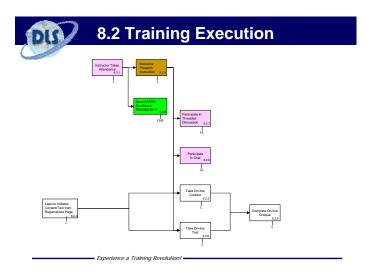
Presentation, continued

Learning activity 4

The student will learn how an Instructor Record a Class Attendance, and start a Lesson Collaboration procedures in the ALMS.

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Method of instruction:	Demonstration / Hands-on		
Instructor to student ratio is:	Max: 2:25 Opt: 2:12 Min: 1:6		
Time of instruction:	0 hours 15 minutes		
Media:	Computer Based Instruction / PowerPoint		
	Presentation / Video teletraining		
References:	ALMS SOP, page 88, ALMS User's Handbook;		
	Instructor Role		
Security classification:	Unclassified		

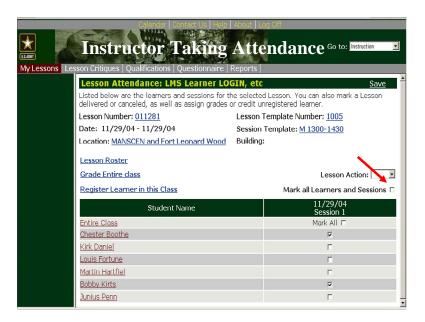
NOTES: Show next slide, process diagram for Learning activity 4



NOTES: V24

On this Training Execution diagram, note that the Instructor only performs three sub-processes, shown in purple. (Attendance, 8.2.1; Threaded Discussion, 8.2.7; and Chat, 8.2.6).

NOTES: Go to ALMS My Lesson page, and explain the Lesson Attendance function. [Navigation: Instruction, Instruction Schedule Screen, View Roster link.]



NOTES: V25

[Trainers access the roster established by the class registering for their ALMS Course in Process 1 (Log in & Personalize Homepage) Lesson earlier. Use this to take actual attendance.]

From the Roster screen, the Instructor selects "Lesson Attendance." He then can mark individuals on the roster individually or all as one. (Mark All).

NOTES: After the demonstration, conduct a Check on Learner vignette, Instructor Training and Delivery, "Let Me".

Presentation, continued

Visual ALMS-V26



Instructor PE

Let Me Version

Practical Exercise – Run the Let Me Vignette
"Instructor Training And Delivery" Let Me

Experience a Training Revolution!

NOTES: V26

Take 10 minutes and do this short Practical Exercise.

NOTES: Immediately after the PE, tell students to run the Show Me vignettes for "Instructor Collaboration".

DIS	Instructor Vignette	
	Show Me Version	

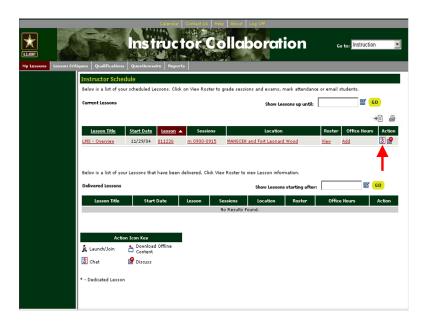
⇒"Instructor Collaboration" Show Me

Experience a Training Revolution!

NOTES: V27

This vignette demonstrates how to participate in Chat and Threaded Discussion. Take 5 minutes and run the "Instructor Collaboration" Show Me vignette. Take off your headphones when you are finished so I will know we are ready to continue.

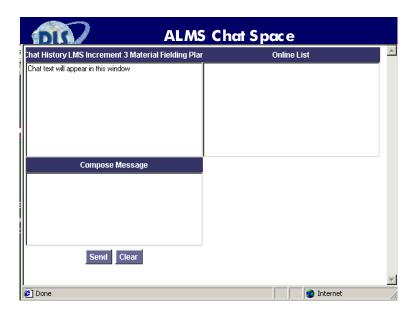
NOTES: Go into the ALMS and select My Lesson and demonstrate how to start a chat session by selecting the "Chat" icon of a Lesson.



NOTES: V28

Start a chat session and click on "Chat" icon, key is at the bottom of page. To start a Threaded Discussion click on the discuss icon.

NOTE: Demonstrate "Chat and Threaded Discussion" features to students



NOTES: V29

This screen will show the participant who is in the Chat session and provide space for composing and sending messages.

NOTE: Next, have the students do the "Instructor Collaboration" Let Me vignette.



Instructor PE

Let Me Version

Practical Exercise - Run the Let Me vignette
"Instructor Collaboration" Let Me

Experience a Training Revolution!

NOTES: V30

Take 10 minutes and do this short Practical Exercise "Instructor Collaboration" Let Me vignette.

After completion of the vignette, start Learning activity 5, Instructor Closeout procedures

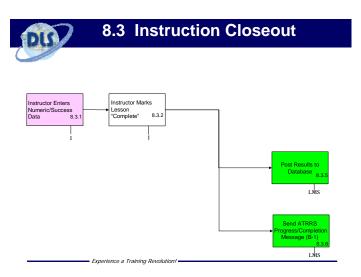
Presentation, continued

Learning activity 5

The student will learn how an Instructor Marks Grades, and Marks a Lesson Complete (Delivered) in the ALMS.

Complete (2 cm verous) in the 1 inches.			
Method of instruction:	Demonstration / Hands-on		
Instructor to student ratio is:	Max: 2:25 Opt: 2:12 Min: 1:6		
Time of instruction:	0 hours 10 minutes		
Media:	Computer Based Instruction / PowerPoint		
	Presentation / Video teletraining		
References:	ALMS SOP, page 88, ALMS User's Handbook;		
	Instructor Role		
Security classification:	Unclassified		

NOTES: In viewing the next slide explain sub-process diagram for Instructor Closeout

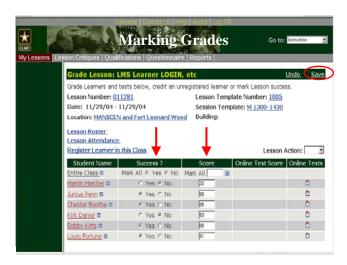


NOTES: V31

Instructors use the ALMS Lesson/Roster screens to record grades and to mark Lessons complete (delivered).

These activities will be recorded in the ALMS database and will generate progress or completion messages to ATRRS as appropriate.

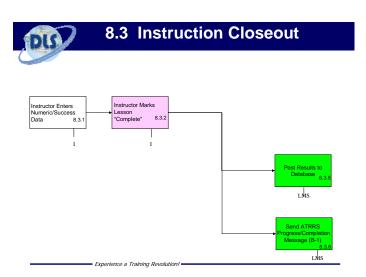
NOTES: Instructors only, Navigate in the ALMS, My Lesson, of the Instructor page and explain the functions for "Marking Grades".



NOTES: V32

- The ALMS provides the Instructor the ability to grade Learner's individually or as a group for the Lesson.
- For example, if a quiz were administered, the Instructor can enter grades for the quiz for all Learners' on the Lesson roster.
- It is important to note that even if there is not a graded event in the Lesson, the Instructor must access the grade screen in order to mark the Learners with Success/No Success for the Lesson.
- Learners that do not have Successful marked next to their name on the roster Lesson will not get credit for any Skills that Lesson teaches.
- The default value is "Successful? No" Note: Once you mark the grade "success", MAKE SURE YOU SAVE!!!!! If you do not SAVE and deliver the class, everyone enrolled will receive a nonsuccess for the lesson.
- To grade Learners and indicate success, the Instructor clicks "Grade Entire Class" from the roster screen.
- This brings up the Instructor: Grade Lesson screen.
- The Instructor can mark grades and Success using this screen. He can then return to the Lesson Roster view, register Learners for the Lesson, or go to the Attendance screen.

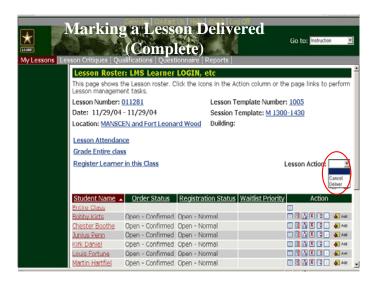
NOTES: The next slide will show the last sub-process diagram for "Delivery of a Lesson"



NOTES: V33

Instructors use the ALMS Lesson/Roster screens to record grades and to mark Lessons complete (delivered). These activities will be recorded in the ALMS database and will generate progress or completion messages to ATRRS as appropriate.

NOTE: Navigate to the Lesson Roster, to demonstrate this function.



NOTES: V34

- The last action the Instructor takes during Training Execution is to mark the Lesson delivered.
- This is an <u>"irreversible"</u> action for the Lesson as a whole, although individual results may be changed.
- Anyone on the Lesson's roster mark "Success? Yes" will receive credit for the Lesson and acquire any associated Skills

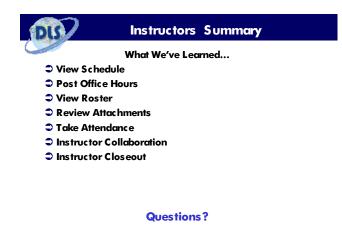
NOTES: This is the final Training Execution process for an ALMS Instructor, the Summary slide is next.

SECTION IV SUMMARY

Learning activity review	NOTE: Review the major teaching points. Remind students how all the modules and components of ALMS are linked together.	
Solicit questions from students	a. Ask students for their questions.b. Answer all questions and ensure the answers are understood.	
Check on learning	NOTE: Ask these questions, or develop your own. Ensure students understand the learning points of this learning activity. You are not required to conduct this check on learning if you are confident the students understand the material. When asking questions: Ask; Pause; Call on a specific student to answer. QUESTION: Can Marking a Lesson Delivered be reversed? ANSWER: This is an irreversible action for the Lesson as a whole. QUESTION: In the ALMS what function can an Instructors perform to make his availability visible for Learners? ANSWER: Post (Add) Office Hours QUESTION: What Role can designate specific Instructors as qualified to instruct a Lesson?	
	ANSWER: Class Managers	

Presentation Continued

Visual ALMS 35



NOTES 35:

Here's a RECAP of what we learned.

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We learned how to:

- · View our schedule
- · Post Office Hours
- · Review Attachments
- Take Attendance

We also learned about:

- · Instructor Collaboration and
- · Instructor Closeout

Ask are there any questions pertaining to Training Execution in the ALMS?

Summary, Continued

Closing statement

Most of the processes for training execution are conducted outside the system, by Instructors delivering resident training in classrooms or by the Learners executing DL Courseware. The ALMS in providing training support for the Instructor engaged in Instructor-led Training, will provide the automatic training administration tool for the overall management of the learning environment.

Transition statement to next lesson

You now know how Training Execution functions are managed in the system. Following the break you will begin to learn how to manage other functions in the ALMS, to assist you in accomplishing your training management mission.

Take a 10 minute break. Be back in your seats ready for the next lesson at _____ o'clock.

NOTE: Ensure students have a means of knowing the time, or appoint a student with a watch to tell the others when it is time to return to the classroom.

SECTION V STUDENT EVALUATION

Purpose The purpose of this practical exercise is to allow you practice in managing

Instructor Training data in the ALMS, and to check your knowledge of and your

skills of navigating in the ALMS.

Introduction This practical exercise will provide an opportunity to check your knowledge and

skill in understanding the ALMS features you have learned in the preceding lesson.

Motivator

TLO The following TLO is performed in this practical exercise.

ACTION:	Complete the Instructor Help "Let Me" Vignettes.	
CONDITION:	Given a requirement to use ALMS, a computer, an AKO account	
	and access to the ALMS User's Handbook, LMS Help Vignettes,	
	and personal notes.	
STANDARD:	Run and complete the Instructors "Let Me" vignette, prior to	
	performing Instructor's procedures in the ALMS.	

Safety requirements

You must be aware of the hazards associated with the use of electrical equipment in general, and computer equipment specifically. Do not have liquids in the computer classroom, and do not attempt to open any computer equipment or disconnect or connect any electrical cables.

Risk assessment level

This practical exercise is assigned a risk level of low.

Environmental considerations

It is your responsibility, soldier and DA civilian, to protect the environment from damage. There are no environmental considerations unique to this practical exercise.

LESSON PRACTICAL EXERCISE ALMS TRAINING EXECUTION ANSWER KEY

INSTRUCTION FOR EVALUATION: "Let Me" Vignettes

APPENDIX A

Visual Masters

Title MS PowerPoint ALMS Execute Training	Lesson
	Template
	Number 1015

Glossary of Terms See ALMS Help Application Feature

APPENDIX B

Practical Exercises

 $\label{thm:condition} Training\ Execution\ Lesson-ALMS\ "Instructor\ Training\ and\ Delivery"\ and "Instructor\ Collaboration"\ Let\ Me\ Vignette.$

ALMS Help Application Instructor Role